

Contemporary Issues in Business, Management and Education 2013

Measures for plagiarism prevention in students' written works: case study of ASU experience

Linas Stabingis^{a*}, Lina Šarlauskienė^a, Neringa Čepaitienė^a

^a*Aleksandras Stulginskis University, Studentų st. 11, Akademija LT - 53361, Kaunas r. Lithuania*

Abstract

The wide use of information and communication technologies significantly expanded possibilities to find out and use information in study process. Students very intensively are using these technologies and it is very positive fact. But at the same time increased the risk students should give in to temptation of use some texts or data without referencing the original source. Plagiarism is declared as unacceptable in legal acts and institutional regulations, but students are plagiarising and HEIs are trying to make barriers for this kind of academic dishonesty. The main purpose of research presented in this article it was to provide investigation into measures, used for plagiarism prevention in students' written works, and to analyse the effectiveness of plagiarism prevention measures used in university investigated. Seeking this purpose it was made overview of proposed plagiarism prevention measures, practices of implementation of these measures and their impact on students behaviour provided in scientific publications, prepared questioning for case study and made analysis of plagiarism prevention measures used in university investigated in light of legal regulation of these issues and discussed effectiveness of really applied measures in university investigated as well as recommendations for other HEIs in Lithuania and beyond.

© 2014 The Authors. Published by Elsevier Ltd. Open access under [CC BY-NC-ND license](#).

Selection and peer-review under responsibility of the Contemporary Issues in Business, Management and Education conference.

Keywords: academic dishonesty; plagiarism; prevention measures; case study; recommendations.

1. Introduction

Plagiarism is not new phenomena of academic activity. But due to limited possibilities to find out appropriate text and, what is more important, due to limited possibilities to prove the fact of plagiarism, early this problem was

* Corresponding author. Tel.: +370-37-752249; fax: +370-37-752249.

E-mail address: linas.stabingis@asu.lt

less seen and discussed. Nowadays the wide use of information and communication technologies significantly increased the possibilities to find out and use information. These possibilities are widely used and in study process. The fact students are very intensively using these technologies is very positive. But new possibilities are followed risk to give in to temptation to use some texts or data without referencing the original source. Plagiarism is declared as unacceptable in legal acts and institutional regulations, but students are plagiarising and HEIs are trying to make barriers for this kind of academic dishonesty.

Plagiarism has no borders. The cases of plagiarism could be found in students' written works around all over the world, but more numerous cases could be met in countries having comparatively poor legal regulation on copyright and quality of studies as well as in higher education institutions missing ethical norms, policies and procedures on plagiarism prevention. But most sad is missing of open and wide discussion on this issue in academic communities.

The main aim of research presented in this article it was to provide investigation into measures, used for plagiarism prevention in students' written works, and to analyse the effectiveness of measures used in university investigated. Seeking this aim it was solved following tasks:

1. To make analysis of scientific publications on plagiarism prevention measures and practices of implementation of these measures.
2. To prepare questionnaire for case study survey about creation and implementation of plagiarism prevention systems in HEIs.
3. To provide analysis of internal study quality regulations and real practices for plagiarism prevention in university investigated as well as to evaluate effectiveness of these practices.

For investigation in plagiarism prevention measures and practices of implementation of these measures there were used methods of analysis of scientific publications, logical analysis and comparison. For preparation of questions for structural interview it was used methods of logical analysis and summarising, for data collection it was used questionnaire adopted for top managers of studies and face to face interviews. For summarising of collected data there were used methods of logical analysis and comparison.

The survey was conducted in September 2013 in frame of implementation of international project "Impact of Policies for Plagiarism in Higher Education across Europe" (IPPHEAE). The respondents of this survey were 3 vice-deans of 5 faculties of Aleksandras Stulginskis University. They fulfilled special questionnaire and participated in individual structural interview.

2. Theoretical approach

2.1. Analysis of measures for plagiarism prevention in students' written works

More active investigation in problems of plagiarism prevention in students' written works was started in last decade of last century. The phenomenon existed and before, but measures used for deterring plagiarism became insufficiently effective after intensive use of information and communication technologies in study process it was started.

In about 1999, after chancellor of one of the United Kingdom universities concerned with plagiarism cases at university, the decision making due to plagiarism prevention delegated to individual lecturers. Such judgement did not serve the purpose, because different lecturers may apply different attitude towards plagiarism cases and impose varying penalties to students for the same academic crime. This situation did not meet the requirements of ensuring quality of studies and perception of universal justice. Moreover, this situation did not meet requirements of Acts of Human Rights.

In about 2000, discussions and review of plagiarism prevention policy were started and in other universities. A special attention in these discussions was given to the procedures of detecting the cases of plagiarism in students' works and to the procedures of punishing of these phenomena. The procedures were changed and the same order was introduced in whole university. In addition, the position of specialist on academic behaviour was established. Also, there were prepared conditions for annual reviews, discussions, spread of experience and measures to improve situation in this sphere.

After the year 2000 the higher educational institutions in UK started deeper investigation into problems of plagiarism, but were interested in solving of these problems with minimal expenditure. At that time the number of publications appeared where it was provided analysis of this problem and proposals for solution of it. In year 2001 it was suggested holistic way for plagiarism prevention.

Scientists (Carroll & Appleton, 2001, Bretag, 2005, Joyce, 2008, East, 2009), highlighting holistic approach towards plagiarism prevention, claim that it is impossible to reduce the extent of plagiarism in higher educational institutions, applying separate or isolated measures. Also, it was stated significant qualitative changes in this sphere could be possible only by changing institutional culture and applying overall measures of prevention. As one of the most important principles of holistic approach concerning plagiarism prevention was creation of intolerant culture to plagiarism (Carroll & Appleton, 2001):

- Culture of involving and engaging students should be created: lecturers should have to provide interesting tasks and be open to students' opinions and ideas and to explain the tasks. The number of deceptions should be less if students respect their lecturers are interested in their studies;
- Academic culture in institution must be an example of good experience to students. Lecturers have to apply the same requirements to the students and to themselves;
- Safe presentation, return and system of evaluation of written works have to be used so, that students could not take work of other student, works could not be lost, every student could get remarks from the lecturer and could be informed about advantages and disadvantages of his or her work.

Carroll & Appleton (2001) although mentioned, that documents and obligations prepared officially makes only a part of a holistic model of plagiarism prevention, but several simple official procedures may have greater significance on reducing plagiarism.

Sims (2002) indicated that formalising procedures could be improved academic integrity. One of the examples of such procedures is when students at the end of every work have to sign a declaration, that the work was done by the student himself without any help from outside, that the work contains references to all the sources, quoted or paraphrased in the work, quotation marks were used in the work if more than three words were written one after another from the other author's work, that written work was specially prepared for this study subject.

Following holistic attitude, HEIs, intending to prevent plagiarism, were invited (Macdonald & Carroll, 2006):

- To equip students with appropriate information and skills in the context of scientific (academic) attitude;
- To educate the personnel about appropriate attitude towards formation of skills and preparation of tasks – skills should be acquired, tasks should not encourage plagiarism and all this have to be stimulated by institutional administration;
- To acknowledge that students entering higher educational institutions are not properly prepared to apply approved institutional regulations and procedures in their studies and are not able quickly understand the code of academic ethics.

Carroll & Appleton (2001) maintain that in order to achieve relevant results institutions have to define and implement plagiarism prevention measures. Authors subdivided these measures into the following main groups:

- Measures, removing possibilities to plagiarise (these measures imposed for creative preparation of study tasks and evaluation);
- Measures, informing students about institutional policy and procedures concerning plagiarism;
- Teaching students what is plagiarism and how to avoid it;
- Creating of culture intolerant to plagiarism;
- Legal and proper use of computer tools for plagiarism cases search;
- Clear distinction between assessment of students and disciplinary processes;
- Clear, true and consistent disciplinary procedures;
- Common responsibility of all persons, implementing plagiarism prevention policy and performing procedures.

Atkinson & Yeoh (2008) maintained three significant elements in the system of plagiarism prevention: teaching and preventing, applying measures for plagiarism detection and applying penalties for plagiarism. Barrett *et al.* (2006) proposed to include more elements of this system: procedures at universities have to be clear and open, students have to be informed how to use information sources and quote them, plagiarism-friendly conditions have to be removed and provided checking of plagiarism cases. Gibson *et al.* (2006) proposed more practical measures for plagiarism prevention in institutions:

- Combat ignorance (faculty members should help students to select proper sources);
- Sharing responsibility (the procedure should be provided at the faculty so, that students could present their works in parts and lecturers could check them and to provide remarks);
- Prevention of bought works (all lecturers have to know how many possibilities students have to buy works and to give students actual topics and ask to show the sources analysed);
- Changes in academic environment and culture (requirements have to be determined, accepted and followed, students have to be informed about academic integrity);
- Creation of barriers for plagiarism (for instance, using measures for plagiarism detection).

Joyce (2008) after analysis of 78 publications enumerated following plagiarism prevention measures which most often appeared in these publications:

- Proper modelling of tasks, not leaving any possibility to plagiarise;
- Reduction of intercultural differences, as foreign students need greater help perceiving academic context;
- Creation conditions and possibilities of application of plagiarism detection software;
- Implementation of discipline and different penalties for plagiarism;
- Provision the help and teaching of students and institutional personnel;
- Proper education concerning academic public culture;
- Creation and performance of institutional policy and procedures.

The results of publications analysis shows that some authors in quite short time understood that success in plagiarism prevention could be achieved only in case the HEIs should not concentrate on one or several measures. As Comas & Sureda (2008) writes “higher educational institutions fighting against plagiarism must take the role of a judge, a policeman and an educator”. In some period of time many people were impressed by use of computer software for plagiarism prevention and think that it is a good solution to the problem. But later on they maintain that “computer allows only a short-term effect seeking to increase the role of long-term educator” (Comas & Sureda, 2008). The best measures for plagiarism prevention are students’ education. Students have to be required to write individually and provide original works, involving them in search of suitable sources and research methods as well as use of critical analysis in problem solution. Also, students’ writing skills and abilities have been reinforced.

Summarising results of research it could be suggested following groups of plagiarism prevention measures (Šarlauskienė, 2012):

- Formation national plagiarism prevention policy (encouraging ethical public culture, informing and educating the society, development of official educational system, formation of attitudes on academic ethics, enabling formal documents, institutes and procedures);
- Formation institutional policy of plagiarism prevention and procedures (encouragement of academic integrity, adoption of official documents and procedures, implementation of responsible centres, allocation of responsibility and improvement of study process);
- Application measures for plagiarism prevention in the study process (informing and teaching students and personnel, proper preparation of tasks for students);
- Use of measures for plagiarism detection (installation and use of legal and proper computer programmes).

2.2. Implementation of measures for plagiarism prevention

HEIs deals with problems not only when chosen suitable plagiarism prevention measures but also determining proper responsibility to persons and institutional subdivisions in process of creation and implementation of plagiarism prevention system. Carroll & Appleton (2001) proposed to take into consideration several important aspects, existing in institutions, while initiating and implementing measures for plagiarism prevention:

- Clear liabilities in the highest levels of universities;
- Clearly defined duties and responsibility;
- Clear and proper system regulation and decision-making;
- Possibility to get sponsorship and help from specialists;
- Carrying out the measurements of amounts of practical activities in this area;
- Preparing of not overloaded schedules and truly feasible tasks;
- Pursuing revision of the progress of these activities.

The case analysis done at Versailles Saint-Quentin-en-Yvelines University (Annane & Annane, 2012) reveals that it is quite useful for universities to have documents concerning plagiarism prevention accepted at national level. At the mentioned above university in 2009 it was started applying of the anti-plagiarism charter. There were stated six principles in this document for each student following which it is possible to avoid plagiarism. Signing this chart a student has to commit that he or she not to:

- Copy books and other parts of the sources, but use only small parts quoting them and indicating the source;
- Illustrate works with pictures, figures and diagrams without referencing their original source;
- Present other authors ideas without referencing their authorship;
- Present texts translated by other authors without referencing their authorship;
- Use works of other people even in case of having their permission or agreement on co-authorship if co-authorship is not indicated in the document;
- Appropriate the part or entire work prepared by another person.

Also, it was indicated in the document students have to provide references to the sources and have to use literature correctly.

The survey, attempting to evaluate effectiveness of holistic approach, was conducted in Sheffield Hallam University. The results of this research revealed the necessity to improve student plagiarism perception and educate their skills to avoid plagiarism: to do properly the writing tasks, to apply clearly the certified procedures, to teach personnel in order to improve assessment and reduce possibility for students to plagiarise and to apply zero tolerance to unacceptable behaviour. As the result of this research trainings, seminars, discussions were organised in entire university, instructions were rewrote so, that students and lecturer could be able to understand the essence and importance of plagiarism prevention.

Macdonald & Carroll (2006) after analysis of mentioned case, suggested criterion, using which could be made decision about necessity of detail institutional research concerning plagiarism prevention. These criterions are following:

- There are no documents proving that students must know regulations of academic ethical code and must acquire skills of academic writing (have be foreseen subjects in which specific information on plagiarism and necessary skills may be obtained);
- There is no clear attitude in institution concerning the necessity students should follow the accepted rules regarding academic integrity (this attitude have be clearly defined not only in official documents, but also in publications for students);
- There are no proofs that university preaches academic integrity among students and personnel;

- there is a lack in personnel activity concerning implementation of plagiarism prevention policies ensuring that all employees are familiar with current procedures and rules, examples of good practice on course and task preparation;
- There is evidence that employees can take individual actions that are inconsistent or dishonest in students;
- There is no registration of plagiarism cases;
- Statistics shows small number of plagiarism cases.

The analysis plagiarism management practices and evaluation of acceptability of holistic approach for Australian universities it was done by Devlin (2006). According results of this research, the improved version of recommendations for plagiarism reducing strategy preparation were designed:

- Efforts to communication have be encouraged at every level from state till HEIs, faculties and their detachments, procedures for practical activity have be adjusted for individual employees;
- Education of students have thoroughly follow legal regulations on copyright, proper usage of literature sources and all other intellectual property forms;
- More creative attitude towards preparation of tasks have be encouraged, minimising opportunities to present plagiarised material could be minimal, but not reducing requirements for study quality and assessment;
- Clear learning process monitoring and fraud detection procedures have be installed on as well as appropriate penalties and educational measures.

East (2009) states that the majority of scientists analyse plagiarism only from student perspective, but entire academic culture should be analysed. Plagiarism diminishes academic integrity which is grounded on academic respect. In opinion of this author there is a significant problem at universities concerning academic integrity. It happens that students of upper courses plagiarise and break the rules more frequently than students of the first course. It shows that in most cases first-year students plagiarise due to lack of knowledge, whereas students of upper courses as they adjust to dominating academic culture. The fact these considerations are correct was proved by Craig & Dalton (2012). These authors conducted research with participation of first year students in first and second semester. These authors find out that almost all first year first semester students claimed they rarely or never copied homework from colleagues or from notes, but just over a month into their second semester about two month later around half of students stated that they sometimes or frequently copied homework assignments.

Summarising results of various publications analysis Šarlauskienė (2012) stated that:

- It is recommended in all countries and institutions to use holistic approach for plagiarism prevention;
- Universities and other institutions of higher education are initiating preparation of plagiarism prevention policy more often and easier, if are conducted research surveys and (or) are established responsible offices on national level;
- Plagiarism prevention policies and measures at universities have be prepared and implemented systematically, pursuing management of institutional changes;
- Measures for plagiarism prevention and procedures of implementation these measures have meet legal requirements, they must be clear, consistent and not violating students' rights;
- Each institution can and have follow regulations approved by the state authorities and examples of good practice published in scientific literature, however, institutional plagiarism prevention policies have be prepared taking into account experience of a certain institution, existing academic culture, procedures and peculiarities of study process. Otherwise suggested regulations could be not understandable for academic society and procedures would not be implemented.

These considerations means each country and institution has to analyse experience on plagiarism prevention gained by other countries and institutions, but have to follow own way by adopting these practices taking into account various important inside aspects.

3. The Study

The survey and structural interviews were conducted in 2013 in process of implementation of the project "Impact of Policies for Plagiarism in Higher Education across Europe" (<http://ippheae.eu/>) in which as partners participate 5 universities from European Union member states. The respondents of this survey were 3 vice-deans of 5 faculties of Aleksandras Stulginskis University. They fulfilled special questionnaire and participated in individual structural interview.

3.1. Issues influenced necessity to start investigation

The main reason to start investigation in problems of plagiarism in students' written works in university investigated it was intensive use of information and communication technologies in studies process, fast growth of information available via Internet, an increase of number of fixed plagiarism cases and understanding if nothing to do these tendencies should have significant negative impacts on quality of studies. These problems of plagiarism prevention are important for all study directions and programmes, but most important are in faculties providing similar or closed in their nature study programs as it is provided in other universities, especially having the same courses. Quite big impact on acceleration of revision and improvement of internal regulations on plagiarism prevention had the decision made by Senate of university investigated to cancel master's diploma after plagiarism appearance was obtained in final work.

3.2. Internal regulations on plagiarism prevention

In 2012 the senate of university investigated adopted the new version of Code of Academic Ethics, in which the forms of academic dishonesty, including plagiarism, were defined (Code of ..., 2012):

- Presenting of plagiarised materials or ideas of other persons as own;
- Cheating during academic settlements (cribbing by themselves, allowing to crib by others, use of illegal tools for receiving the information, use the others students works and its results as own, submitting of the same work for the settlement for a few courses and participation in examination for the other person);
- Tampering of teachers signatures or other academic documents;
- Tolerance of previously defined actions of academic dishonesty or assisting in doing them.

Unfortunately, clear definition of plagiarism is not provided in mentioned above document, in manual for quality management and in other internal documents on studies process regulation of university investigated.

Each faculty of university investigated had own "General methodological guidelines for preparation of written works", prepared in consideration of specifics of study direction and approved by Councils of the faculties. In these documents also there is no provided clear definition of plagiarism, but are in details explained requirements for preparation of various kinds of written works (essay, homework, report of practice of professional activity, project and final work or thesis) for both levels study (bachelor's and master's) programmes and are determined requirements for citing and referencing, illustrated by the numerous examples. So, students are able to avoid any plagiarism in their works following these requirements if are resolved for that.

Some faculties of university investigated had and special Regulations of masters studies, approved by Councils of the faculties. In these regulations are foreseen and penalties for plagiarism cases. The penalties for plagiarism cases in the other faculties are determined by deans orders, which cover and penalties for other forms of academic dishonesty. But two vice-deans participated in the structural interview expressed interest penalties for plagiarism and procedures for punishment should be approved on university level. Clear and detail order on fixing plagiarism cases, penalising students and analysing of their appeals could help faculties in fighting this phenomena.

Most of discussed above documents are available publicly via Internet and some only for academic community (teachers and students) of university investigated via Intranet.

3.3. Taken actions for plagiarism discouraging

Actions, taken on plagiarism prevention in university investigated, could be delivered into following groups:

- Adoption of internal documents, regulating prevention of plagiarism and other forms of academic dishonesty;
- Students teaching, training and consulting on plagiarism discouraging;
- Regular control of students' progress, especially in process of preparation of projects and final works;
- Establishment of internal subdivision and services the study quality policy should be implemented.

The analysis of internal documents regulating plagiarism prevention in university investigated it was provided in previous sub-section of this article. In case teacher of university investigated find out plagiarism case, he or she have to inform dean or vice-dean of the faculty and provide for them material, proving this fact. Penalties for plagiarism could be applied by the dean of the faculty. In case student did not agree with dean's decision, he or she could provide an appeal to the special commission, in which responsibility are solving conflicts among members of academic community in study process and in other aspects of academic life.

The activities in teaching, training and consulting could be detailed in following way:

- Teaching and training of bachelors level students on literature search, correct citing and referencing;
- Teaching and training of masters level students on correct citing, paraphrasing and properly academic writing;
- Consulting students on correct citing, paraphrasing and referencing through courses, in which written works have be prepared, and during preparation of final works;
- Analysing regularly the drafts of projects and final works and discussing with students mistakes of citing, paraphrasing and referencing, found in drafts of these works.

Compulsory request for students regularly provide to supervisor draft of the work has significant impact not only on increasing of general quality of this work, but and serves as very effective measure for plagiarism prevention. Teacher, providing consultation to student, preparing the project or final work, has possibility to discuss with the student his or her mistakes in citing, paraphrasing or referencing and can provide suggestions how to avoid them.

Some faculties in university investigated uploading of the master's thesis started in 2005. To date all authors of masters' and doctoral thesis are obliged to upload their works in PDF format into special ETD collection of Lithuanian Academic E-Library (eLABa) repository (<http://www.elaba.lt/eng/>) before defence of these works. In case of doubt on the authenticity of the particular work supervisor or reviewer of final works had possibility to provide search of potentially similar works or some similar parts of works using internal eLABa search tools and (or) Google search tools.

In 2011 in university investigated it was started and collection of bachelor's final works in Compact Disks. At moment the electronic copies of these works are not uploaded into any repository, but are plans to upload them after such repository will be created.

Some teachers of university investigated are using Moodle infrastructure not only for distance or mixed learning, but and for collection of various studies written works not only from half time, but also from full time students. Unfortunately to date in university investigated there are no any regulations about storage of these works after the end of teaching year, but most teachers are doing copies of all materials uploaded in previous years. These copies also could be successfully used in the future for creation of special students' written works repository.

In 2011 in Studies division of university investigated it was introduced position of manager, responsible for studies quality monitoring and assessment. At the end of 2012 it was introduced separate university level division – Studies quality and innovations centre, main responsibility of which is implementation of activities, foreseen in Quality manual of university investigated, for example:

- Organisation of sample survey on quality of teaching materials and feedback from students' (results of acknowledgments and exams);
- Questioning of students' on study quality and analysing received data.

In the beginning of year 2013 on initiative of Studies quality and innovations centre it was prepared more wider questionnaire about various aspects of quality of studies, including reasons of plagiarism appearance and measures on prevention. Students' from various faculties and study programmes were invited to participate in this survey. To date the results of this survey are not summarised, but are plans to provide this questioning regularly. There is no doubt in few years should be collected very valuable data useful not only for plagiarism prevention, but and for other purposes on study quality improvement.

3.4. *Teaching and training on proper academic writing*

The topics on rational literature sources search, correct citing, referencing and academic integrity are included in compulsory course, provided for all first year first semester bachelor students. In main cases these topics are included in course "Introduction for the studies" and are provided by librarians. The teachers, in which courses is foreseen preparation of written works, are responsible, in case of necessity, to remind students the requirements about correct citing and referencing. Training on citing and paraphrasing of scientific texts are foreseen in course of scientific methodology of some master's level studies programs. Especially serious attention to issues of correct citing and referencing are paid during preparation of both levels (bachelors and masters) final works.

Detail layout of requirements for referencing, including examples of various possible cases, is provided in "General methodological guidelines for preparation of written works", which are approved by Councils of faculties.

3.5. *Practices of digital tools use for search of plagiarism cases*

The university investigated not use any specialised digital tools for search of plagiarism cases of students' written works. Some teachers of this university are using plagiarism detection software available from <http://www.plagiarism-detector.com/index.php>. This software compares uploaded document with others previously published in the internet and available online. The teacher using this software tool receives a full report about referenced sources and gets a preliminary assessment, which part of the checked document is original, which is referenced and which plagiarised. Some other teachers from university investigated for detecting plagiarism are using Google tools for information search in Internet by keywords or specific phrases. These tools are not enough convenient but allows finding of the potentially plagiarised documents, stored in open access databases or web sites of HEIs or others institutions.

3.6. *Still nor solved problems*

In most cases students are trying to plagiarise written works prepared by students from other universities expecting teachers wouldn't be able to detect this fact. This is very serious problem for teachers, working with students attended social sciences studies programs as these study programs are in most HEIs of the country. Due to this reason in university investigated is very important:

- Implementation and use of specialised digital tools for search of similarities in students' written works;
- Access to repositories of other HEIs where are stored students' written works of these institutions.

Successful search of plagiarism cases is impossible without digital tools allowing comparison of checkable work with works, stored in other storage places, for example, in database or web sites, owned by not educational institutions or private persons. Sometimes students some ideas or pieces of text are including in own work from manuals, monographs, papers or other scientific or methodological publications and don't use the quotation and (or) referencing of these sources. Success of such kind plagiarism cases search is possible only in case these publications stored in electronic form and repository is accessible for checking. Such a task carried out the project, during implementation of which it was created joint repository for scientific publications (eLABa). Storage of various collections is foreseen in this repository, for example, scientific or teaching books, scientific papers and others. Unfortunately till now most HEIs are ignoring these possibilities and are most keen to upload mentioned above works into own and closed for access from outside repositories.

The other very important problem, which has negative impact on plagiarism prevention in university investigated, is missing of clear and detail definition of plagiarism. Unclear understanding of plagiarism, on opinion of one vice-dean, participated in structural interview, could be one of reasons why teachers seldom provides information about plagiarism cases to the dean office. If it is truth, nobody knows how many students discouraged penalty.

4. Discussion

The definition of plagiarism is important not only for understanding of this phenomena, but and for identification of plagiarism cases in various practical situations. In literature is recommended to had the clear and detail definition, but not are provided recommendations on which level: state or institutional. Taking into consideration necessity for cooperation among HEIs on this issue, it seems more acceptable proposal the plagiarism and common requirements for citing and referencing, including usable styles of referencing, in scientific publications and students' works to define on national level.

Representatives of the university investigated during structural interview mentioned as actual and worth be discussed the topic about amount of text without referencing, which has to be recognised as plagiarism and penalised. To find out the right answer to this question is difficult, especially when till defence session is left one or two days or, at least, only few hours. On opinion of authors of this article mentioned above problem could be solved by clarifying these issues in internal regulations. In case it is difficult to prepare clear university level regulation it is worth to think about preparation of faculty level regulation, in which could be taking into consideration the specifics of studies direction and (or) the programme of particular faculty.

For collection and storage of bachelors' final works, as far as masters' and doctoral theses, it is recommended to use ETD collection of eLABa repository, but for collection and storage of other students' written works (essay, homework, project and others) discussable possibility to use Moodle infrastructure. Also, discussable adoption of requirement, according which teachers each semester or teaching year have to change the tasks for students' written works. For successful adoption of this measure in time structure of teachers' work have be foreseen additional time for implementation of this requirement.

Significant role on plagiarism and other forms of academic dishonesty prevention has respectability of the students. Of course, formation of students' respectability requires a lot of time and efforts. The understanding of negative impact of plagiarism on competencies and abilities to solve various problems and challenges by themselves could be used as additional argument for motivation students to avoid plagiarism. The atmosphere of trust among students and teachers could allow more time and effort to deliver for solution of other study quality problems. Following this way significant feedback could be got not only by universities, but and by society, after graduates attend labour market.

It is impossible to restrict information distribution or exchange via private web sites or social networks. To be avoided plagiarism of documents published in web sites it is worth adopting software tools to be possible automatic comparison of presented work with documents, stored in open access web sites or data bases, foreseeing persons, responsible for regular including into special list addresses of web sites and data base, documents from which students like to plagiarise, and establishing collaboration with other HEIs in national and international levels.

Most of students responding to the questions of provided survey said they would like to have more advice and guidance on aspects of academic writing. They would also benefit by having access to clear policies and guidance about sanctions and consequences for academic misconduct. Students' got teaching on plagiarism issues during lectures, but it is discussable and use of other forms of communication with students, for example open discussions on issues of plagiarism prevention, problems and difficulties with preparation of written works. Especially serious attention should be paid to communication with students, who are preparing final works. Also, it is worth to renew the requirements for essays and other written works based on overview of literature sources. By decreasing amount of compulsory presentable text and getting more points for other criterion of quality, such as originality, innovativeness and others it could be increased motivation to avoid plagiarism. These measures have to be adjusted with originality and innovativeness of tasks for assignments and regular renewing of these tasks.

Acknowledgements

The article presents the research findings obtained during the international project "Impact of Policies for Plagiarism in Higher Education across Europe" (IPPHEAE).

References

- Annane, D., & Annane, F. (2012). Plagiats dans les facultés de médecine, et leur prevention [Plagiarism in medical schools and their prevention]. *La Presse Medicale*. <http://dx.doi.org/10.1016/j.lpm.2012.02.048>
- Atkinson, D., & Yeoh, S. (2008). Student and staff perceptions of the effectiveness of plagiarism detection software. *Australasian Journal of Educational Technology*, 24(2), 222–240. Accessed from <http://www.ascilite.org.au/ajet/ajet24/atkinson.html>.
- Barrett, R., Malcolm, J., Cox, A.L., & Lyon, C. (2006). Plagiarism prevention is discipline specific: a view from Computer Science. *Journal for the Enhancement of Learning and Teaching*, 3(1), 48–56. Accessed from <https://uhra.herts.ac.uk/dspace/bitstream/2299/6143/1/902158.pdf>.
- Bretag, T. (2005). Implementing plagiarism policy in the internationalised university. Accessed from http://www.cms.newcastle.edu.au/conference/apeic/papers_pdf/bretag_059_edd.pdf.
- Carroll, J., & Appleton, J. (2001). Plagiarism: A good practice guide. Accessed from http://www.jisc.ac.uk/uploaded_documents/brookes.pdf.
- Code of Academic Ethics of ASU (2012). Accessed from <http://www.asu.lt/darbuotojams/lt/>.
- Comas, R., & Sureda, J. (2008). Academic cyberplagiarism: tracing the causes to reach solutions. *The Humanities in the Digital Era*. Accessed from http://www.uoc.edu/digithum/10/dt/eng/comas_sureda.pdf.
- Craig, R., & Dalton, D. (2013). Understanding first year undergraduate student perception on copyright and plagiarism: development of platform for a culture of honest inquiry and the academic construction of knowledge. *Plagiarism Across Europe and Beyond*. Brno, Czech Republic.
- Devlin, M. (2006). Policy, Preparation, and Prevention: Proactive minimization of student plagiarism. *Journal of Higher Education Policy and Management*, 28(1), 45–58. <http://dx.doi.org/10.1080/13600800500283791>
- East, J. (2009). Aligning policy and practice: An approach to integrating academic integrity. *Journal of Academic Language & Learning*, 3(1), 38–51. Accessed from <http://journal.aall.org.au/index.php/jall/article/view/66/62>.
- Gibson, J. W., Blackwell, C. W., Greenwood, R. A., Mobley, I., & Blackwell, R. W. (2006). Preventing and Detecting Plagiarism In The Written Work Of College Students. *Journal of Diversity Management*, 1(2), 35–42. Accessed from <http://journals.cluteonline.com/index.php/JDM/article/view/5033>.
- Joyce, D. (2008). Academic Integrity and Plagiarism: Australasian perspectives. *Computer Science Education*, 17(3), 187–200. <http://dx.doi.org/10.1080/08993400701538062>
- Macdonald, R., & Carroll, J. (2006). Plagiarism – a complex issue requiring a holistic institutional approach. *Assessment and Evaluation in Higher Education*, 31(2), 233–245. <http://dx.doi.org/10.1080/02602930500262536>
- Sims, R. L. (2002). The effectiveness of a plagiarism prevention policy: a longitudinal study of student views. *Teaching Business Ethics*, 6, 477–482. <http://dx.doi.org/10.1023/A:1021190010446>
- Šarlauskienė, L. (2012). Plagiato prevencijos geroji patirtis užsienio aukštosiose mokyklose [Best practices on plagiarism prevention in foreign HEIs]. *Akademija: Aleksandro Stulginskio universitetas*, 55 p. Accessed from <http://dspace.lzuu.lt/handle/1/2509>.